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ABSTRACT

This document describes major examples of trailblazing and pioneering efforts that are playing a role in designing new directions for student support. The work is being carried out at school, district, state, and national levels. The endeavors are grouped into three categories: (1) places where broad-based systemic changes are underway, (2) places where some form of interesting innovation is or has been implemented, and (3) places developing strategic plans for broad-based systemic changes. In addition to comprehensive examples, other innovations are highlighted because they provide relevant demonstrations of facets of new directions and offer insights that warrant the attention of anyone who is ready to rethink student supports. (GCP)

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Where's It Happening? New Directions for Student Support. A Center Report.

Center for Mental Health in Schools
University of California at Los Angeles

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A Center Report . . .

Where's it Happening? New Directions for Student Support

July, 2003

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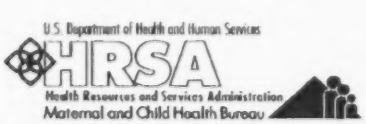
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Preface

Moving student support in new directions begins with rethinking how all available learning support resources can be deployed most effectively in addressing barriers to learning and teaching. The *Summits Initiative: New Directions for Student Support* is designed to stimulate such rethinking and to support widespread systemic changes.*

In support of the Summits Initiative, our Center is compiling information about places across the country where beginnings have been made that have relevance for developing comprehensive, multifaceted, and cohesive approaches. These trailblazing and pioneering efforts provide an intriguing glimpse into the future of student support and offer invaluable lessons learned. Some already are well along the way; some are in the planning stage or are taking first steps. A few have implemented trailblazing innovations but have yet to generate the type of momentum necessary to produce full blown systemic change. We look forward to adding more and more examples in coming years.

The first initiatives presented are those that represent the most ambitious and comprehensive "out-of-the-box thinking." Such full scale efforts are addressing four key problems that must be the focus of new directions thinking. First and foremost, they are concerned with revisiting school improvement *policies* to expand them in ways that will end the marginalization of student supports. Second, they are adopting *intervention frameworks* that encompass a comprehensive and multifaceted continuum of interventions with the intent of guiding development of a cohesive enabling or learning supports component at every school in the district. Third, they are reframing the *infrastructure* at school, complex, and district levels to ensure effective leadership, redefine roles and functions, and establish resource oriented mechanisms. Finally, they are developing strategic approaches to enable effective *systemic change and scale up.*

In addition to comprehensive examples, other innovations are highlighted because they provide relevant demonstrations of facets of new directions and offer insights that warrant the attention of anyone who is ready to rethink student supports.

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*The *Summits Initiative: New Directions for Student Support* was introduced in October, 2002 with a National Summit. Regional Summits were held for eastern states in March and for midwestern states in May, 2003. Other Regionals will be held in the fall, 2003. Plans call for convening a summit for each state. For more info, see the various Summit documents and reports at http://smhp.psych.ucla.edu

Overview of the Report's Contents

Our intent is to describe major examples of trailblazing and pioneering efforts that are playing a role in designing new directions for student support. The work is being carried out at school, district, state, and national levels. We have grouped the endeavors into three categories: (1) places where broad-based systemic changes are underway, (2) places where some form of interesting innovation is or has been implemented, and (3) places developing strategic plans for broad-based systemic changes. Other examples will be added as soon as they are identified and relevant descriptive materials are gathered.

Group I: Places Where Broad-based Systemic Changes Are Underway

Hawai'i (at state, district, school levels)
Madison, WI (at district and school levels)
St. Paul, MN (at district and school levels)
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Places Where Broad-based Systemic Changes Are Underway

- Hawaii (at state, district, school levels)
- Madison, WI (at district and school levels)
- St. Paul, MN (at district and school levels)
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Hawai`i

Unlike other states, Hawai`i's education system and the various health and social service agencies are all organized statewide. This means that the State Department of Education has direct responsibility for all schools. In 1997, the Department decided to move in major new directions related to providing student support. In doing so, they adopted the concept of a *Comprehensive Student Support System* (CSSS).

CSSS is the Hawaii Department of Education's umbrella for ensuring a continuum of supports and services that provide the academic, social, emotional and physical environments necessary if all students are to have an equal opportunity to learn and attain the state's Content and Performance Standards. This continuum begins in the classroom, with differentiated classroom practices as the base of support for each student. It extends beyond the classroom to include school and community resources, and programs.

CSSS operates in all schools, linking students and families to the resources of the Department of Education (DOE), as well as those of their neighborhood, their community, the Department of Health (DOH) and other governmental and private agencies and groups. CSSS goals are:

(1) Provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so that they can achieve in school.

(2) Involve families, fellow students, educators, and community members as integral partners in the provision of a supportive, respectful learning environment.

(3) Integrate the human and financial resources of appropriate public and private agencies to create caring communities at each of our schools.

The focus of CSSS is on prevention and early intervention. CSSS provides students, families, teachers, principals, and staff with the support they need to ensure that students succeed. An effective CSSS responds to the changing needs of students by helping to meet these needs and promote success for every student. An array of student supports ensures that the interventions provided and the delivery processes correspond to the severity, complexity, and frequency of each student's needs. When school-based supports are provided in a timely and effective manner, fewer students require more complex or intense services.

With respect to the four key problems that must be the focus of new directions thinking, Hawai`i has done the following:

I. Policy

With the legislature's support, the state has adopted the concept of a *Comprehensive Student Support System* (CSSS) as its umbrella for ensuring a continuum of supports to enable all students to learn and attain the specified content and performance standards. In effect, establishment of such a component is the policy for all schools in the state.

II. Intervention Framework

Student support is designed to address barriers that impede student success and eventually are intended to offer a seamless continuum of interventions to all students and families. The critical elements of student support are conceived as six broad arenas of activity:

- Personalized Classroom Climate and Differentiated Classroom Practices
- Prevention/Early Intervention
- Family Participation
- Support for Transition
- Community Outreach and Support
- Specialized Assistance and Crisis/Emergency Support

The extent to which these elements are included in the school's delivery of student supports is assessed on an ongoing basis. These descriptors are used to develop the schools' Standards Implementation Design (SID). Characteristics of the SID include criteria such as standards -based, data-driven results, which are oriented to and focused on learning.

Five levels of student support also are conceived. Each level increases in intensity or specialization of intervention. The five levels of student support are:

Level 1: Basic Support for All Students
Level 2: Informal Additional Support through Collaboration
Level 3: Services through School-Level and Community Programs
Level 4: Specialized Services from DOE and/or Other Agencies
Level 5: Intensive and Multiple Agency Services

III. Infrastructure

The state's Department of Education's Division of Learner, Teacher and School Support, Student Support Branch provides leadership and supports capacity building for the Comprehensive Student Support System (CSSS). Each District is asked to clarify who in the Distict provides leadership, promotes, and is accountable for the development of CSSS. Each school is asked to clarify who will be the administrative lead for the student support component. Each school is expected to have a resource-oriented mechanism (e.g., a Resource Coordinating Team).

IV. Systemic Change

To facilitate the necessary systemic changes, the state created the position of Student Services Coordinator as a pivotal person to help build school capacity for CSSS. The position of a Complex School Renewal Specialist also was created to help coordinate resources among feeder patterns of schools. Finally, the functions of Complex Resource Teachers have been enhanced to connect with the Student Services Coordinator and Complex School Renewal Specialist.

For a more detailed description of Hawai'i's work, see the attached materials.
>Hawai'i's Comprehensive Student Support System
>How do 'ya know 'ya got one that's working?

Also see their website at: http://sssb.k12.hi.us

For more info, contact: Glenn Tatsuno, Administrator, Student Support Services Branch,
637 18th Ave., Bldg C, Rm 102, Honolulu, HI 96816 Ph: 808/733-4400

Madison Metropolitan School District, Madison, WI

The District is simultaneously developing and implementing a unified district-wide vision that supports the beliefs, values, and practices inherent in a comprehensive student support system and professional learning community. Such a comprehensive system of student supports aims to ensure all students have the opportunity to become successful adults. This is described as "a major change for the district because it requires the construction of system wide supports and staff working in professional learning communities."

Central to the work are research and best practices that can produce positive student outcomes related to the following core components:

- Practices that focus equally on improvement of *learning*, increased student *engagement* with schooling, and development of positive *relationships* between youngsters and adults
- Collaborative problem-solving strategies to determine why youngsters are not engaged, learning, or developing positive relationships
- Systematic, progressive supports and interventions for youngsters who are not having success, which in turn is intended to reduce dependence on special education
- A culture that embraces collaboration among staff, parents/guardians, and the community and that links with community supports and services.

Madison's expanded framework fully integrates student support with its concern for improving instruction. The primary organizers for the framework are a focus on (1) engagement (connection to schooling), (2) learning (acquiring knowledge and skills), and (3) relationships (connections to people). Practices are to "focus equally on improvement of learning, increased student engagement with schooling and development of positive relationships between children and adults." There is an emphasis on collaboration among staff, parents/guardians, and the community and links with community supports and services. For students who are not succeeding at school, the framework provides for a progressive assessment and problem solving sequence that starts with classroom specific supports, moves to school/district wide supports if necessary, on to time limited specialized support when needed, and finally offers long term intensive specialized support.

With respect to the four key problems that must be the focus of new directions thinking, Madison has done the following:

I. Policy

The district's 1999-2000 updated strategic plan established policy priorities and goals to address the immediate and emerging challenges facing the district. In addition to the emphasis on *instructional excellence*, high level priority was assigned to *student support* (assuring a safe, respectful and welcoming learning environment) and *home and community partnerships*. These priorities are to be accomplished in ways that enhance staff effectiveness and fiscal responsibility.

II. Intervention Framework

Interventions are built around the three concepts of *learning*, *engagement* with schooling, and development of *positive relationships*. District staff are using the following intervention continuum as an organizing framework for mapping and analyzing resource use, identifying intervention gaps, and establishing program development priorities:

Systems for Positive Development & Systems of Prevention: Primary Prevention (low end need/low cost per student programs)

Systems of Early Intervention: early-after-onset (moderate need, moderate cost per student programs)

Systems of Care: treatment of severe and chronic problems (high end need/high cost per student programs)

III. Infrastructure
&
IV. Systemic Change

The infrastructure at the schools is conceived in terms of (1) a building leadership team, (2) an intervention team, and (3) a building consultation team. At the district level, student support leadership are part of the instructional cabinet to ensure full integration of the framework components. There also is a Framework Advisory Team.

The current focus is on developing the comprehensive student support system and professional learning community. Strategic priority action teams have been given the responsibility to:

>provide oversight for existing initiatives
>identify implementation strategies resulting from the strategic planning process
>identify indicators, targets and measure
>recommend benchmarks and standards for assessing school district performance
>use these benchmarks and standards to identify and/or validate areas of improvement
>recommend improvement projects

The District staff development program is establishing "Framework Resource Teachers" to work with support staff and schools to develop "Framework School Teams." These teams have three components: a building leadership team, and intervention team, and a building consultation team.

For a more detailed description of Madison's work, see the attached materials:
> The Education Framework of the Madison Metropolitan School District
> Systems mapping

Website at: http://www.madison.k12.wi.us/

For more info, contact: Mary Gulbrandsen, Chief of Staff, 545 W. Dayton St., Madison, WI 53703 Ph: 608/663-1670

Saint Paul Public Schools, St. Paul, MN

In recent years, the Saint Paul schools have explored new directions for providing learning supports through special projects. With support from the Wilder Foundation in St. Paul, they focused on three schools designated as Achievement Plus schools. Then with a federal Safe Schools/Healthy Students grant (in collaboration with the Wilder Foundation), they expanded from a narrow focus on mental health to an emphasis on addressing barriers to learning by adopting a comprehensive learning supports approach. As part of this work, a plan was developed to scale up to13 schools using specially trained consultants to assist in coordinating, integrating and expanding comprehensive approaches to addressing barriers to learning.

At the above sites, interventions are conceived in terms of the following six areas:

>coordinating and providing services to students and families
>responding to and preventing crises
>classroom teacher support and consultation
>supporting transitions
>increasing home involvement in schooling
>developing greater community involvement and support for the school.

The work of the specially trained consultants involves a combination of building infrastructure, facilitating systemic changes, and helping establish procedures to coordinate and develop interventions. Initial efforts have focused on integrating school support interventions and developing a broad-based preventive emphasis to address the needs of urban learners. To these ends, resource-oriented mechanisms have been used to map resources and ensure interventions match the assessed needs of the school staff, parents, and students.

Based on this work and related initiatives (including the MN State Summit for New Directions for Student Support), an administrator from the District reports the following as of July 2, 2003:

"Some very exciting developments are presently underway in Saint Paul. We are on the cusp of serious change! [Here's] a bit of a progress update:

1. Recently, (last week) the Office of Accountability (Margo Baines, chief officer and my supervisor) has set a new direction for the office to reconstitute the vision and mission of the office from the "accountability cops" to a functional unit which not only bears the responsibility for school improvement but also adheres to the belief that student support services are vital components to ensure student success. . . .Saint Paul Schools are firmly taking a stand recognizing that student support and learner support are as important as instruction.... We are even looking at a new name for the Office of Accountability! The vision and mission are in draft form....

2. In addition, ... last month, we brought the leaders of the school counselors, school social workers, school psychologists, nurses and chemical health together and formally began the discussion of how we can begin to work together as a team and resource to the schools and to the district. ....

3. We have created a Middle School Initiative – district wide to address school reform in reading and math for middle schools. Simultaneously, this reform will be supported by training from student services and ... the Office of Instructional Services, through Title I funding, to provide learner support training for the support staff in these middle schools. We

will train support staff in the learner support framework, which will match the training elements of school reform which will be taking place with the teaching staff. ... the support staff will have meaningful training of their own - Wilder Foundation will be working with us in this area.

4. While this is occurring, at a steady pace, we have also sent a message to the rank and file of the school counselors, chemical health specialists, and school social workers that we can no longer do our jobs just the way we have always done them. We are asking these groups to come together, with their professional associations – local and state – and review the learner support framework process and devise professional development needs/criteria to support this move towards coordinated and integrated student support services. We are asking them to look at their respective professional standards and national organizations ie American School Counselor Association and see how this approach fits within their professional leadership.

. . . So, we are steadily moving along with some exciting changes occurring. ... more to share as the summer progresses. The biggest step, I feel, was fully integrating the student support services piece into the fabric of the "new" to be named - Office of Accountability. I believe our time has come to be recognized, along with instruction, as a fundamental (priority) component to student achievement."

For a more detailed description of this work, see the attached materials.

>Personal Communication from Kevin Hogan

> Wilder Research Center Summary: Safe School/Healthy Students 2001-02 Summary: Wilder Mental Health Consultants

>Communities Working Together to Support Student Success: Comprehensive Mental Health in the Schools

Website at: http://www.spps.org/

About Achievement Plus : http://www.achievementplus.org/supports/index.php

For more info, contact: Kevin Hogan, Assistant Director of Guidance and Related Services and Director of Safe Schools, Healthy Students, Strong Communities Collaborative, 1930 Como Ave., St. Paul, MN 55108 Ph: 651/603-4944

At the Wilder Foundation, contact: Mary Heiserman, 919 LaFond Ave., St., Paul, MN 55416 Ph: 651/642-4056

Urban Learning Center Design

(a comprehensive school reform model included as part of a federal initiative)

The Urban Learning Center Design was developed as part of a venture initially supported by the New American Schools Development Corporation (now called simply New American Schools). The aim was to develop "break-the-mold" comprehensive school reform designs. This particular prototype was created as a partnership among the Los Angeles Unified School District's administration, the teachers' union, and a variety of community partners brought together by a private nonprofit then called the Los Angeles Educational Partnership (now the Urban Educational Partnership). Demonstrations were initiated at two sites in the Los Angeles Unified School District. The design was one of those included in the federal legislation supporting school efforts to develop Comprehensive School Reform Initiatives, and as a result, it is under adoption by schools in California, Georgia, Oregon, and Utah.

The design encompasses a three component approach to school reform/improvement . That is, the design not only reforms curriculum/instruction and governance/management, it *addresses barriers to learning by* establishing a comprehensive, integrated continuum *of learning supports* as a third essential component. As it evolves, this Learning Supports (or "enabling") Component is providing local, state, and national policy makers with a framework and concrete practices for enabling students to learn and teachers to teach. Key to achieving these educational imperatives is an ongoing process by which school and community resources for addressing barriers to learning and development are restructured and woven together.

By fully integrating an emphasis on addressing barriers, the Learning Supports (or enabling) Component provides a unifying framework for responding to a wide range of psychosocial factors interfering with learning and performance. Besides focusing on barriers and deficits, there is a strong emphasis on facilitating healthy development, positive behavior, and asset-building as the best way to prevent problems and as an essential adjunct to corrective interventions. In defining the component as one that both addresses barriers to learning and promotes healthy development, the framework encompasses the type of models described as full-service schools – and goes beyond them in creating an approach that is much more *comprehensive.*

Emergence of a comprehensive and cohesive component to enable learning by addressing barriers is meant to surface by:

- weaving together what is available at a school,
- expanding this through integrating school, community, and home resources,
- enhancing access to community resources by linking them to school programs.

All this involves a rethinking of school-owned enabling activity, such as pupil services and special and compensatory education programs. Mechanisms are developed to coordinate and eventually integrate these school-owned resources and blend them with community resources. Restructuring also must ensure the component is well integrated with the instructional and management components. This minimizes marginalization and fragmentation, and ensures that programs to address problems play out at the classroom level, schoolwide, and throughout the neighborhood.

Operationalizing such a component requires a framework delineating basic areas of enabling activity (e.g., 5-7 areas of learning support). It also involves creating an infrastructure to ensure such activity continues to develop and evolve throughout a school.

With respect to the four key problems that must be the focus of new directions thinking, the Urban Learning Center Model has done the following:

I. Policy

With specific respect to the Learning Supports (or enabling) component, the following is the essence of the type of general policy commitment needed at district and school levels:

> *We recognize that for some of our students, improvements in instruction and how school is governed and managed are necessary but not sufficient. We are committed to comprehensively and cohesively addressing barriers to learning and teaching. Thus, we will ensure that a Learning Supports (enabling) Component is given the same priority in everyday practices as are the Instructional and Management Components. All three are essential if all students are to have an equal opportunity to succeed at school.*

II. Intervention Framework

The Learning Supports component of the Urban Learning Centers design includes six areas of integrated activity. This grouping of activity emerged from research on existing and desired programs and services. These six areas are:

- Classroom-focused Learning Supports
- Crisis assistance and prevention
- Support for transitions
- Home involvement in schooling
- Community outreach for involvement and support (including volunteers)
- Student and family assistance through direct services and referral

III. Infrastructure

Leadership, planning, and decision making mechanisms at district and school levels are essential for the successful implementation and sustainability of a Learning Supports component.

At the district level, this calls for an assistant or associate superintendent who develops a team that brings together all centralized staff who have responsibility for aspects of learning supports. Such a team has the responsibility to ensure every school is properly supported in its efforts to develop a comprehensive, multifaceted, and cohesive Learning Supports component.

A school-site leader for the component ideally should be a site administrator who participates in the school's decision-making processes. Such a leader helps develop a resource-oriented mechanism (e.g., a Resource Coordinating Team) that brings together all staff at the school who have responsibility for aspects of learning supports. Such a team has the responsibility to ensure over time that the school develops a comprehensive, multifaceted, and cohesive Learning Supports component.

IV. Systemic Change

The Urban Learning Center guidebooks outline a series of 13 steps for "getting from here to there" in establishing a Learning Supports component. These are organized into three stages:

- Orientation to Learning Supports: Creating Readiness for Change
- Starting Up and Phasing In: Building an Infrastructure
- Maintenance and Evolution: Refining Infrastructure, Increasing Efficacy, and Fostering Creative Renewal

For a more detailed description of this design, see the attached materials:

>Learning Supports Component

Also see the website at: http://www.urbanlearning.org

For more info, contact: Susan Way-Smith, President, Urban Education Partnership,
315 W. Ninth St., Suite 1110, Los Angeles 90015 Ph: 213/622-5237

Places Where Some Major Innovation Is or Has Been Implemented

- Los Angeles, CA (At district and complex levels)
- Buffalo, NY (at district and school levels)
- Detroit, MI (at district and school levels)
- Denver, CO (at district level)
- Somerset County, MD (at school level)
- California (at the state level)
- Washington (at the state level)

Los Angeles Unified School District, Los Angeles, CA

The Los Angeles Unified School District (LAUSD) provides many lessons learned. Over the 1990s, LAUSD pioneered a variety of efforts to move student supports in new directions. A bold and ambitious strategic plan was developed and initial efforts were set in motion to implement the plan. For a variety of reasons, the work stalled. There are still important vestiges of new directions in place and many lessons to share.

In the mid 1990s, the Division of Student Health and Human Services took the lead in developing a plan for improving "learning supports." The stated goals in the *Strategic Plan for Restructuring of Student Health and Human Services* were:

>to increase the organization, effectiveness, and efficiency of the District to provide learning supports to students and their families

>to increase partnerships with parents, schools, community-based organizations, city, and county efforts that support improved health and education outcomes for youth.

To these ends, the Division of Health and Human Services adopted the following mission statement: "The District will increase student achievement by reducing barriers to learning through integrated LEARNING SUPPORT including:

>the provision of direct services in collaboration with colleagues, parents, teachers, and administrators in the systematic development of learning support programs with strategic focus on early intervention

>collaboration and linkage with other community and professional providers who serve the same students and families."

Among the specifics stressed in the proposal were the importance of:

(1) adopting the seven area framework being used by the Division of Health and Human Services to guide coordination and integration of existing programs and activities. The seven areas are:

- Classroom Learning Support,
- Learning Environment and School Culture,
- Support for Student Transitions and Mobility,
- Parent Involvement,
- School and Community Safety (prevention and crisis intervention),
- Health and Social Services
- Community and Volunteer Assistance

(2) countering fragmentation by restructuring the central office administrative organization to place all programs and activities related to Learning Support including Special Education under the leadership of one administrator;

(3) incorporating a substantial focus on the Learning Support Component into all stakeholder development activity;

(4) encouraging all clusters and schools to support development of Cluster/Complex

Resource Coordinating Councils and School-Site Resource Coordinating Teams because such teams provide key mechanisms for enhancing the Learning Support component by ensuring resources are mapped and analyzed and strategies are developed for the most effective use of school, complex, and District-wide resources and for appropriate school-community collaborations.

Organization Facilitators (Systemic Change Agents)

To facilitate the systemic changes designated by the extensive restructuring, the strategic plan called for developing a cadre of change agents termed *Organization Facilitators*. Initially, these change agent positions were supported through a combination of general funds and some special project resources. Through provisions of Title XI of the Improving Americas Schools Act, the district subsequently was able to fund enough Organization Facilitators to cover all 27 of its school clusters.[1]

The initial intent was for Organization Facilitators to assist schools first in developing resource-oriented teams (e.g., school-site *Resource Coordinating Teams*) as a key element in ensuring a school developed the type of infrastructure needed to evolve a comprehensive, cohesive Learning Supports component. After the Teams were functioning, they were to move on to help establish complex-wide *Resource Coordinating Councils* for a high school and its feeder schools. Instead of this, their focus went first and foremost to development of *Councils* – with a focus on enhancing coordination of resources and services for the complex of schools.

Currently, working with complex Councils, Organization Facilitators help stakeholders identify and clarify the needs of greatest priority for their students and families. They also help connect with health and human service providers from the District and the community to develop action steps and new service delivery patterns for students and families. The emphasis is on organizing and coordinating existing programs and resources into learning supports to improve student attendance, student participation in school, and student achievement.

Learning Supports and the Board of Education

In 1998, the District's Board passed a policy resolution endorsing the concept of LEARNING SUPPORT to "break down the barriers to student achievement." The resolution stated that: "a component to address barriers to student learning and enhance healthy development [should] be fully integrated with efforts to improve the instructional and management/governance components and be pursued as a primary and essential component of the District's educational reforms in

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[1]In March of 1996, the Board of Education received federal approval for a waiver (Title XI, section (b) of the Elementary and Secondary Education Act) to permit the District to use funds to implement learning support programs as laid out in the Strategic Plan for the Restructuring of Student Health and Human Services. Title XI was designed to foster coordinated services to address problems children face outside the classroom that affect their performance in schools. Under this provision, school districts, schools, and consortia of schools could use up to 5 percent of the funds they received under the Elementary and Secondary Education Act (ESEA) to develop, implement, or expand efforts to coordinate services. Under the No Child Left Behind Act, Title I funds may be used for this purpose. A similar provision exists in the Individuals with Disabilities Education Act. The intent is to improve access to social, health, and education programs and services to enable children to achieve in school and to involve parents mom fully in their children's education. Among the barriers to be addressed because they can impede learning are poor nutrition, unsafe living conditions, physical and sexual abuse, family and gang violence, inadequate health care, lack of child care, unemployment, and substance abuse. It should also be noted that, in addition to redeploying federal support to underwrite the work of the Organization Facilitators, federal project money was used to pilot test major facets of the systemic changes. State and county initiatives related to mental health, public and private community-school collaborations, regionalization of service areas, and cross-training also have been incorporated into the restructuring effort.

classrooms, schools, complexes/clusters, and the central office level."
With frequent Board member changes since the adoption of the resolution, the majority of the Board currently are not in tune with new directions for student support. In addition, District reorganizations and leadership change have again marginalized much of the work in terms of both policy and daily practice. For this to change will probably require additional policy action to elevate attention to the development of a Learning Supports component by the Board of Education and greater integration with instructional and management reforms at the Central office and in each of the current 11 sub-districts of LAUSD.

Then, for restructuring to be successful throughout the 11 sub-districts, extensive restructuring of school sites will be required and related changes among school complexes to help them develop a comprehensive, multifaceted, and integrated component to address barriers to learning. This will require effective use of Organization Facilitators as they were originally conceived. That is, such change agents need to help develop infrastructure for the reforms at each school site (including identification of leads for this component at each school site and leadership training for such administrators and staff).

It is worth noting that to ensure Learning Supports were a regular agenda item for the Board of Education, a board committee was established to focus specifically on Student Health and Human Services. In its original incarnation, it was designed to ensure that all interventions related to Learning Supports (including all efforts to link with community resources) were evolved into a comprehensive, multifaceted, and integrated approach throughout the District and especially at all school sites. To these ends, the committee was composed of two board members, the assistant superintendent for health and human services, several staff leaders, several representatives of community agencies, a representative of the teachers' union, and relevant representatives from the local institutions of higher education. (The committee currently is called the School Safety, Health and Human Services Committee and now is composed of four of the seven board members, the assistant superintendent for Health and Human Services, the school police chief, the administrator for school operations and safety, the director of environmental health and safety, and the union vice president. It's work has become less focused on evolving a comprehensive, multifaceted, and integrated approach and thus is not effectively countering the fragmentation and marginalization that continues to characterize the district's learning supports.)

For a more detailed description of this work, see the attached materials.

>Policy Resolution Proposed to and Passed by the Los Angeles Unified School District's Board of Education in 1998
>Evaluation of the Student Health and Human Services Restructuring Process

Website at: http://www.lausd.k12.ca.us/

For more info, contact: Maria Reza, Student Health and Human Services,
644 W. Seventeenth St., Los Angeles, CA 90015 Phone: 213/763-8312

Buffalo Public Schools, Buffalo, NY

The United Way of Buffalo & Erie County in partnership with the Buffalo Public Schools is funding an initiative called "Closing the Gap in Student Performance." A major aspect of this involves designing new directions for student support.

To describe the effort, they have developed a "brief" entitled:

Putting Children and Families First: Strengthening the Approach of School and Community for Addressing Barriers to Student Learning
>A Vision for Strengthening the District's Approach for Addressing Barriers to Student Learning
>Getting from Here to There: Five Stages

This document includes the following statement of intent: "For children and youngsters the intent of the *Closing the Gap in Student Peroformance* initiative is to prevent and minimize as many problems as feasible and to do so in ways that maximize engagement to learn. For the school and community the intent is to produce a safe, healthy nurturing environment characterized by respect for differences, trust, caring, support and high expectations. In accomplishing all this, the focus is on restructuring support programs and melding school, community, and home resources. The process is designed from school outward. That is, the initial emphasis is on what the classroom and school must do to reach and teach all students effectively. Then, the focus moves to planning how the school and community can complement each other's efforts and maximize resources. Central district and community agency staff then restructures in ways that best support these efforts."

As a beginning infrastructure, the initiative has established: (1) a leadership team, (2) an implementation team, (3) a school site "Gap" Action Team, and (4) a Site Facilitator for each participating school. Initially, 6 schools have been designated. Each is being assigned a Site Facilitator who, in partnership with a school building principal, is to help "build an infrastructure that addresses the nonacademic barriers to learning. The infrastructure will strengthen and enhance current support systems by integrating community resources."

Site Facilitators are a key staff member and an agent for change at each site.Their duties and responsibilities are to:

(1) Establish, train, and develop a Gap Action Team, which includes representatives from pupil personnel services, special education, regular education, mental health providers, youth development providers, family support providers, and parents and students (when appropriate)

(2) Lead and manage the Gap Action Team by
>>identifying the needs of students, families, and school personnel
>>mapping current resources and activities
>>analyzing current resources and activities
>>identifying gaps in resources
>>identifying areas in needs of improvement

(3) Assure communication between school personnel, health and human service providers, community, parents, and youth.

Five stages were delineated for "getting from here to there:" (1) Getting together, (2) Building trust and ownership, (3) developing a strategic plan, (4) taking action, and (5) going to scale. The work is in the third and fourth stages.

A July 2, 2003 update from Buffalo indicates:

> "A committee is currently formed to develop a new mission statement, and a white paper that describes the scope of the initiative. A different committee met this morning, and divided into two groups [to review various processes]. We are looking to create consistency across our 6 schools, and across the systems and partners and agencies providing services to these schools. Drafts of these documents should be ready for endorsement and trial run by September. Our Leadership Team has recognized the need for University to join in our partnership [and is compiling] basic information about options in this area. (Even within our University of Buffalo, there are several different entities that would be approrpiate/have interest, so we are looking at their resources)."

For a more detailed description of this work, see the attached materials.

>*Putting Children and Families First:* Executive Summary
>Site Facilitator Position Description
>Closing the Gap in Student Performance Organizational Map

Website: http://www.buffaloschools.org/

For more info, contact: AnaLisa Prada, Director of School & Community Collaboration, United Way of Buffalo and Erie County
Or Robert Frank, Erie County Department of Youth Services,134 West Eagle Street, Buffalo, NY 14202 Ph: 716/858-2192

Detroit Public Schools, Detroit, MI

For several years, Detroit's schools have struggled to move in new directions for student support. Efforts have flowed, ebbed, and are now are reported as flowing again. In the late 1990s, a document was developed that laid out their rationale and framework for change. The stated aim was to develop "An Integrated Learner Support System" using school-site Resource Coordinating Teams as the mechanism for accomplishing this. Initial efforts were implemented, but when District leadership changed the work was delayed. Currently, it is reported that Resource Coordinating Teams are being reinstituted throughout the District.

As stated in the Executive Summary of Detroit's *A Framework for Change: The Resource Coordinating Team (An Integrated Learner Support System)*:

> "If school reforms are to ensure that **all** students succeed, such reforms must be designed to guarantee what the word **all** implies. **All** includes students who are motivationally ready for learning as well as those who are experiencing external and internal barriers that interfere with their ability to benefit from high standards and improved instruction. Failure to address the barriers to learning in a comprehensive way accounts for most learning, behavioral, health, and emotional problems seen in our schools today.
>
> School reform initiatives have typically focused on managerial or governance constructs, instructional strategies, or community engagement efforts. While these areas are important to school transformation, they do not address the specific needs of students and those obstacles or barriers to their success. The missing link in educational reform is the establishment of a supportive, student-centered learning environment where professional school and community resources are identified and linked to address barriers to learning that confront urban students. . . . an integrated learner support system.
>
> This integrated organizational structure . . . consists of three components: a learning or instructional component, a governance management component, and an enabling component, [built around] the Resource Coordinating Team [RCT], which seeks to enhance and augment all school transformation efforts. . . ."

Resource Coordinating Team (RCT)

"The RCT is a critical operational component that strengthens the framework for school effectiveness. Its mission is to enhance academic achievement by promoting a healthy school environment that addresses the social, physical, cognitive, and emotional development of all children and youth."

As adapted in Detroit, the RCT "is a school-based coordinated home/school/community resource collaborative whose purpose is to understand the problems or barriers to learning and to correct or prevent their manifestations.... [It focuses on]

1. identifying, coordinating and integrating the internal and external services and programs that address the underlying barriers to the teaching and learning process and to facilitate their understanding, prevention and correction
2. structuring individual and school-based intervention plans that respond to the needs of staff, students and their families

3. securing the proactive involvement of parents and community and providing timely responses to student needs,
4. creating opportunities for open dialogue and discussion regarding school concerns, issues and development"

An RCT "includes representatives of all staff members who have a defined responsibility to lead or support a school's instructional efforts. Participants ... generally ... are administrators, school social workers, school psychologists, guidance counselors, nurses and/or other health related specialists, attendance officers, teacher consultants, teachers of the speech and language impaired, regular and special education teachers, curriculum specialists, bilingual specialists and community agency representatives. This list is not all inclusive and may be augmented by other service providers as the need warrants. . . ."

". . . The approaches to the RCT seek to establish systemic change by building relationships within schools, among schools and between schools and communities. This collaborative mechanism for the coordination and integration of resources can influence institutional change so that policies and practices become and remain learner-centered."

"The RCT is a results driven concept and process with success of the initiative based upon improvement in the following areas:

- student outcomes -- attendance, achievement, reduced violence;
- staff, performance -- increased collaboration and integration of learner-centered resources and strategies;
- school development -- aligning and developing systematic practices and policies that address learning needs of all learners;
- parent /home/ community engagement -- reciprocal sharing of resources such as extended educational experiences for parents, partnerships and parent centers."

Scope, Focus, and Programmatic Areas Adopted in Detroit

"The scope and focus of the Resource Coordinating Team is inclusive and broad based as it addresses the following programmatic areas supporting the school development process:

>>>*student and family assistance* ... extends beyond the traditional support services by expanding the supportive family network, resolving possible explosive situations before they erupt and by providing consultation services to families and students from within the system or through community agencies and organizations.

>>>*support for transitions* ... provided by assisting the learner in making adjustments such as the promotion to ninth grade; move to or from special education; school-to-school and grade-to-grade transfers; prevention and intervention programs; and achievement and recognition programs.

>>>*community outreach* . . . initiated to embrace community and service organizations, public and private agencies, business and professional organizations, the faith community, colleges and universities, professional foundations, and individual school volunteers in addressing school needs and concerns. . . .

>>>*home involvement* . . . embraces the parent as a learner and addresses parent or caregiver learning needs, i.e., obtaining a GED, participation in English classes as a second language, mutual support groups, parenting classes and helping parents become effective at home teachers.

>>>*crisis prevention and intervention* . . . facilitates immediate emergency care when there is a crisis as well as the appropriate follow-up care provided to a student, groups of students, families and community members as necessary.

>>>*classroom focused enabling* . . . personalize the teaching learning process and build professional relationships that enhance teacher effectiveness in working with a range of learner abilities, instructional strategies and needs."

For a more detailed description of this work, see the attached materials.
>A Framework for Change: The Resource Coordinating Team

Website: http://www.detroit.k12.mi.us/

For more info, contact: Arezell Brown, Director, School Social Work Services
13141 Rosa Parks, Suite 247, Detroit, MI 48238 Phone: 313/866-0483
Or Sandra Screen, Director Psychological Services
13141 Rosa Parks, Suite 251, Detroit, MI 48238 Phone: 313/866-0859

Somerset County Public Schools, Princess Anne, MD

With some support from a state grant, the local public school system set out to build its capacity to establish and sustain a Learning Support Component to promote the healthy development of children and establish safe and nurturing learning environments for academic success. The funds were used to establish the position of Learning Support District Coordinator who was to establish and facilitate the management of a Learning Support Component at the district level to promote the coordination and sustainability of resources within the county school system.

The work was organized around four goals:

1. To institute a Learning Support Component...to enable children to function to their full capacity within the school learning environment.

2. To develop infrastructure that supports systemic change to create a strong learning environment for children, school staff and families.

3. To implement prevention/early intervention programs that effectively help students build resiliency assets to have healthier lives and remove barriers to learning.

4. To increase parent involvement in child's learning at home and school.

Early in the process, the Coordinator was to help establish and lead a Learning Support Resource Coordinating Council and the Multi-Agency Project Team. Initially, the Coordinator, along with two Site Coordinators, worked with several schools to develop Student Support Teams and to enhance school programs and interventions and parent outreach and support.

For a more detailed description of this work, see the attached materials.

>Job Descriptions:

>>Learning Support District Coordinator

>>Learning Support Site Coordinator

>Evaluation Matrix

Website: http://www.mec.state.md.us/education/public/somerpu.html

For more info, contact: Tracey Cottman, Learning Support District Coordinator,
10902 Old Princess Anne Rd., Princess Anne, MD 21853 Ph: 410/651-3489

Denver Public Schools, Denver, CO

In 1996, the District's Department of Student Services decided on a process to provide more detailed information to schools so that each could make more informed decisions about how best to use their funds in providing support services.

A grid of Specialized Services Mandates and Essential Activities was developed and provided with information on which support services meet a specific mandate (e.g., what is a general skill and what is specific to a discipline). As a result, schools could be clearer on the amount of time they had in their budgets for support service personnel and what was available to them. On this basis, they could decide what positions to request.

This cross-disciplinary plan resulted in a shift so that schools could have one student support staff in their building for a greater amount of time. For instance, rather than 50% time of several professionals such as a nurse, psychologist, and social work, the school might request 100% time for one professional, with 25% of the other two to carry out specific functions.

The focus on all this also resulted in the District using the Safe and Drug Free Schools' National Coordinator Grant to develop a proposal to restructure their school social work, psychology, and nursing services.

For more details, see the atatched materals:

>Department of Student Services Resource Allocation Methodology for Specialized Services Staff: Nursing, Psychology and Social Work

>Agreement for use of specialized services professional staff in transdisciplinary or other non-traditional role

>Department of Student Services: Specialized Services Mandates & Essential Activities

Website: http://www.dpsk12.org/

For more info, contact: Patricia Lopez, Manager Psychological Services, Denver Public Schools, 900 Grant St., Denver, CO 80203 Ph: 303/764-3602

California Department of Education

In the 1990s, the California Department of Education pioneered a move toward creating an umbrella for the "collection of school, home and community resources, strategies and practices, and environmental and cultural factors that gives every young person the physical, emotional and intellectual support he/she needs to learn." To accomplish this, they established a *Learning Support and Partnership Division* within their Child, Youth and Family Services Branch.

The Department defined *learning support* as "the collection of resources (school, home, community), strategies and practices, and environmental and cultural factors extending beyond the regular classroom curriculum that together provide the physical, emotional, and intellectual support that every child and youth needs to achieve high quality learning."

It was stressed that "a school that has an exemplary learning support system employs all the internal and external supports and services needed to help students to become good parents, good neighbors, good workers, and good citizens of the world. The overriding philosophy is that educational success, physical health, emotional support, and family and community strength are inseparable. Because learning support is an integral part of the educational program, the Program Quality Review teams (including students, parents, school staff, and community members) need to assess learning support provided to students and are encouraged to include specific learning support objectives in the improvement plan."

Currently, *learning support* at the state department encompasses a focus on:

- A supportive, safe, and healthy learning environment and culture
- Positive child/youth development
- Effective family, school, community partnerships
- Personalized assistance to students
- Equitable access to learning support programs and services

In establishing this division, the Department stated that "there is a growing consensus among researchers, policymakers, and practitioners that stronger collaborative efforts by families, schools, and communities are essential to students' success. Schools need to depend on families to see that children come to school every day ready to learn; families and the community depend on schools to take the primary role in ensuring that students achieve high educational standards and provide a safe and healthy school environment; families and schools depend on community partners to provide opportunities and accessible supports and services to meet students' basic needs and to foster their growth and development. Tragically, an increasing number of American children live in communities where caring relationships, support resources, and a profamily system of education and human services do not exist to protect children and prepare them to be healthy, successful, resilient learners. Especially in these communities, a renewed partnership of schools, families, and community members must be created to design and carry out system improvements to provide the learning support required by each student in order to succeed."

The specific programs currently included under the umbrella of the division are:

>After School Education and Safety Program
>California's 21st Century Community Learning Centers Program
>California School Age Families Education Program (Cal-SAFE)
>California's Healthy Start
>CalServe California's Service-Learning Initiative
>Coordinated School Health
>Health Education
>Health Services
>HIV/STD Prevention Program
>Intergenerational Education Program
>Physical Education
>School Safety
>Tobacco Use Prevention Education Program
>Title IV-Safe and Drug-Free Schools & Communities
>Violence Prevention

For a more detailed description of this work, see the attached materials.
>Learning Support and Partnerships Division
>Organization for the CA Department of Education and its Learning Support and Partnerships Division
>Learning Support

Also see their website at: http://www.cde.ca.gov/cyfsbranch/lsp/index.html

For more info, contact: Wade Brynelson, Assistant Superintendent and Director of the Learning Support & Partnerships Division, 1430 N Street, Suite 6408, Sacramento, CA 95814 Ph: 916/319-0911

Washington State Office of the Superintendent of Public Instruction

Under the leadership of Superintendent Terry Bergeson, five major strategic goals have been established by the state education agency. The third goal focuses on improving the environment for learning. "Even with the best teachers, students who come to school sick, tired, or hungry, who feel unsafe on campus, who are dealing with complicated home issues, or who arrive in school as kindergartners with little early learning or exposure to other children have a hard time focusing on learning. Through our strategic plan, we are working with schools, students, families, communities, and other partners to ensure that students get the support they need to thrive as healthy and engaged learners at all ages." This goal is stated as follows: *All schools, in partnership with students, families, and communities, provide safe, civil, healthy, and engaging environments for learning.*

Currently, encompassed within this goal are four areas of focus: (a) early and extended learning opportunities, (b) safe and healthy schools, (c) personalized guidance for every student, and (d) comprehensive health and social services.

Three objectives and related measures have been developed in relation to this goal. These are to ensure that (1) all schools have safe, civil, and healthy learning environments for students and staff, (2) all schools offer learning environments that engage every student, and (3) students have access to social and health services that reduce barriers to learning. To achieve these objectives, the focus is on designing strategies for enhancing personal health and safety, improving facilities, improving school health and safety systems.

In policy, then, the focus on *Safe, Civil, Healthy, and Engaging Schools* is stated as an essential component for ensuring student learning. It is clearly reflected in the Office's vision that "All students achieve at high levels, taught by high-quality educators and staff in safe, supportive, and well-managed schools."

Supportive Learning Environments

At one point in their school improvement efforts, the state adopted the umbrella term, *Supportive Learning Environment*, to encompass this goal. In doing so, it defined a Supportive Learning Environment as one that is "safe, civil, healthy and intellectually stimulating where students are engaged in learning and are committed to acquiring the knowledge, attitudes, skills and behaviors to succeed in the 21st century. Such an environment must be supported by weaving together the resources of students, families, communities, and school staff."

In discussing development of a supportive learning environments, it was recognized that the focus must be on the partnership between school, community and family environments that support academic achievement. Designing such a system was seen as an inter-agency and multi-disciplinary task including the identification of standards, creation of a system for implementation, and use of accountability outcomes that closely correlate with improved academic achievement.

Infrastructure

Currently, the Superintendent has organized this work under a Deputy Superintendent for Administration and Operations and an Assistant Superintendent for Operations and Support, with directors/staff assigned to focus on various programs, including Alternative Education, Early Childhood Education Centers, Even Start, Family Literacy, Health Services, Home-Based Education, Homeless Education, Institutional Education Partnerships for Learning, Private Education, Readiness to Learn, Truancy, Safe and Drug Free Schools.

For a more detailed description of this work, see the attached materials.

Also see their website at: http://www.k12.wa.us/AboutUs/missionstatement.asp

For more info, contact: Marcia Riggers, Assistant Superintendent, Student Support and Operations, Office of Superintendent of Public Instruction, 600 Washington St SE, Olympia, WA 98504-7200 Ph: 360/725-6175

Places Developing Strategic Plans for Broad-Based Systemic Changes

- Albuquerque, NM (at district level)
- Columbus, OH (at district level)
- Columbia, SC (at district level)
- Dallas, TX (at district level)

Albuquerque Public Schools, Albuquerque, NM

The superintendent of the Albuquerque Public Schools recently brought in a new Director for the District's support services department (called the health/mental health services department). This was seen as an opportunity to revisit the department's strategic plan and other relevant district policies to expand the focus of student support and to pool multiple resources to allow for more services, programs, and supports. Currently, the Department includes 10 divisions that provide counseling, psychological services, nursing, social work services, violence prevention, substance abuse prevention, employee assistance, oversees safe and drug free school grants and Medicaid in the Schools Initiative, and coordinates school-linked services.

In developing a new vision, the Department is organizing its "Continuum of Learning Support" in terms of

- Building a School Wide Foundation of Learning Supports
- Systems for Intervening Early-after-problem-onset
- Systems for Treatment."

In pursuing all this, it has adopted the language of overcoming barriers to learning through developing a comprehensive, integrated enabling component. The component is described as encompassing six areas:

1. Classroom Focused Enabling (enhancing classroom-based efforts to enable learning)
2. Home Involvement in Schooling
3. Student and Family Assistance
4. Support for Transitions
5. Community Outreach for Involvement and Support
6. Crisis Assistance and Prevention

As a basis for planning, the Department initiated an assessment process using each of the above areas as a guide for mapping and analysis of what currently is in place and what gaps exist. Surveys were done with administrators, school counselors, nurses, psychologists, substance abuse counselors, contract therapists, district administrators, family counselors, social workers, and teachers to clarify what currently is available and what more is needed.

Currently, the District uses multidisciplinary teams of support staff professionals for school-based and cluster planning. Such teams usually consist of a school psychologist (as team leader), a school counselor, a social worker, nurse, representatives from school-based health center, other staff and

community members as appropriate, and student and family members as appropriate. At the district level, the plan calls for realigning leadership in order to model collaboration, consolidating funding streams, outreach to develop collaboration with outside agencies, building capacity at schools through use of a Comprehensive Service Coordinator and inservice on barriers to learning, health/MH issues, and program development.

At this time, the District is piloting a comprehensive database to increase accountability by evaluating the relationship between student support and academic achievement. This involves working with the data management division to include information relevant to barriers to learning and benchmarks and indicators of improvement available in computer data requests (e.g., language, attendance, suspension, expulsion, mobility) "Three data collection forms have been designed to retrieve behavioral health related information from schools for students contacts, program utilization, and training participation."

For a more detailed description of this work, see the attached materials.

>A New Vision of Health/Mental Health Services
>School Health/Mental Health Teams
>Health/Mental Health Services Department Organizational Chart
>Project for Outcomes Management
>Health/MH Services: How our Department Supports Albuquerque Public Schools

Website: http://ww2.aps.edu/

For more info, contact: Lynn Pedraza, Director, Health and Mental Health Services
120 Woodland NW, Albuquerque, NM 87107 Phone: 505/342-7267

Columbus Public Schools, Columbus, OH

The Office of Student Assistance, Intervention and Outreach was established in November, 2001 by Superintendent Harris and approved by the Board on January 15, 2002. Currently, the office provides opportunities for support staff (e.g., school counselors, school social workers, school nurses, special project staff, and many community partners) to build on student strengths, reduce student exposure to risk factors and promote exposure to protective factors. There is a specific focus on decreasing truancy, discipline and drop-out rates and increasing attendance and graduation rates.

To these ends, the Office currently offers a myriad of programs and services (e.g., Health, Family and Community Services, Student Activities, Pupil Services, I Know I Can, Guidance and Counseling, College Readiness/Career Education, Student Management, Parent Engagement and School Choice, Peaceful Schools, School Readiness Resource Centers, Mobile Health Care Units, D.A.R.E., Positive Experiences in Adjustment and Knowledge, Positive Alternatives for Learning Success, Student Assistance and Intervention for Learning, Truancy Intervention Centers, Parent/Family Engagement, Community Partnerships and Collaborations, and others.) Through the Student Assistance and Intervention for Learning program, an infrastructure is provided for schools to use in identifying resources within the school and district and in the community.

New Directions

In order to do more to remove barriers to student learning and enhance the use of available resources, the aim is for all schools to "implement a Student Assistance and Intervention Process as a comprehensive, consistent and systematic response to address a wide range of student and family needs to support academic achievement." To this end, efforts are underway to align the continuous improvement and work plans of the Office of Student Assistance, Intervention and Outreach with District and school continuous improvement plans and the Superintendent's work plan.

Among the specific ideas being discussed during the current planning processes are:

- developing and sustaining an infrastructure to prevent, identify, intervene, link with appropriate resources and monitor services in a more effective and efficient manner
- mapping the district's interventions for learning supports using a self-study survey process at each school to identify what is in place, what has be initiated and needs improvement, and what needs to be initiated and then folding the work into the continuous improvement plan in the district
- integrating the efforts of counselors, nurses, school social workers, school psychologists, peace teachers, and alternative to expulsion staff
- creating a Student Assistance and Intervention for Learning (SAIL) manager position within the management structure at the district level and establishing a SAIL standing committee and building coordinator position at each school

- using school-based teams to do more planning and implementation to put comprehensive approaches in place at the school level. This would include refining the SAIL process as a consistent means for integrating Intervention Assistance Teams/ Family Support Teams and other strategies for helping students and families. The refinement focuses on 1) Policies and Procedures, 2) School Climate, 3) Action Planning, 4) Resource Development 5) Staff Development, 6) Data-based Program planning and evaluation, and 7) Parent and Family Engagement.

- developing a comprehensive student data base to monitor relationships between academic performance and other student dimensions (e.g., behavioral, health, mobility, attendance) with schools able to access these data for needs assessment, program planning, and service delivery. There currently are 38 outcome indicators related to SAIL (e.g., increases in positive behaviors; decreases in problems) that are part of a comprehensive data base system developed to complement the data available through school district data sources.

For some information related to the work that stimulated the current discussion about developing new directions, see the attached materials:

>Closing the Achievement Gap: Addressing Barriers to Student Learning & Healthy Development

Website: http://www.columbus.k12.oh.us/website.nsf/webpage/schools?opendocument

For more info, contact: Evelyn W. Bell, Executive Director, Office of Student Assistance, Intervention and Outreach, Columbus Public, Schools Ph: (614) 365-5850

Richland School District Two, Columbia, SC

In December, 2002, a task force report was submitted to the school board and superintendent that encased new directions for student support within the framework of District plans for meeting the demands of the No Child Left Behind Act. The task force was composed of guidance counselors, school nurses, a social worker, school psychologists, school administrators, district office administrators, teachers, parents, community members, the religious sector, mental health, business representatives, students, State Department of Education and the University of South Carolina.

In its five year plan, the task force reviewed the types of services provided in the district to students who do not perform well academically. The executive summary of the report states:

> "...In pursuing the District's mission, we have made solid gains in strengthening the academic program and have made initial strides in enhancing student support programs and services. At the same time, it has become evident that there is considerable fragmentation, as well as significant gaps, in some of our efforts to assure every child reaches full potential. Fortunately, we are at a place where we can take the next steps in strengthening our systems for addressing barriers to student learning and promoting health development. This paper highlights the type of comprehensive, multifaceted, and cohesive approach we propose to develop and outlines how we will proceed."

The report proposes a Learning Support System – a component to address barriers to learning and development. The strategies and actions for developing this component are presented in set of four recommendations and eight goals. With respect to interventions and infrastructure, the report recommends the following:

> "...Bring the learning support services under one umbrella administratively in order to coordinate services better on a primary prevention level and in order to give these professional administrative voice in decision making: create a Learning Support System director. ...
>
> Create school level resource coordinating teams to assess needs and coordinate all services that address barriers to learning, including both socio-emotional and health services as well as academic services. The resource coordinating teams should assess how the school is organized to respond to needs in at least six areas: (1) Classroom assistance and support; (2) Student and family assistance; (3) Community outreach and volunteers; (4) Home involvement in schooling; (5) Support for students in transition; (6) Crisis/emergency assistance and prevention. Systems of service delivery should be developed first and foremost on a primary prevention level, next on an early-after-onset level and then on a treatment of severe and chronic problems level. It is expected that the Learning Support System director will organize training for school resource coordinating teams...."

The schools are up for Southern Association re-certification in the next 2 years, and they are including the new directions for student support as a part of that process.

An update on June 26, 2003 indicated that: "The position of Learning Support System Director (perhaps called by a different name) is on schedule to be filled as of July 1. ... The RCT (Resource Coordinating Team) concept has been presented to all of the principals ... schools have been asked to pilot the teams; 3 elementary schools (of 12) have indicated an interest in doing this and training has been held for one of those already. One middle school (of 4) and two high schools (of 3) have also indicated an interest. . . . Reconnecting with all of the schools who have shown an interest is the next task...."

The report is attached; see
>No Child Left Behind Initiatives Task Force Plan

Website: http://www.richland2.k12.sc.us/do/whatsnew.htm

For more info, contact: Sarah Sanchez, No Child Left Behind Initiatives Coordinator,
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Dallas Independent School District, Dallas, TX

The District's Student Support and Special Services Division has begun a process of strategic planning for new directions. Currently, the division includes: student support, special education, and grants procurement. Student support includes psychological services, counseling services, nursing services, and youth and family centers.

As a first step in moving forward, a brief entitled *Student Support Systems: New Directions for Addressing Barriers to Learning* was prepared to present to the Superintendent and School Board. It outlines the need and a continuum of interventions for addressing the need, current status, and new directions/recommendations for student support systems.

In terms of need and current status, the brief states that despite recent advances,

> "it is evident that there remains considerable fragmentation and significant gaps in some of our efforts to assure that *no child is left behind.* Fortunately, the student support division has both the opportunity and the resources to take the next steps in strengthening ... systems for addressing barriers to learning and promoting healthy development."

With respect to new directions, the brief states: "This proposal highlights the comprehensive, multifaceted, and cohesive approach we need to develop and outlines how we propose to proceed." What is proposed is a fundamental commitment to a three-component framework for school improvement, with the third component identified as a Learning Support Component designed to address barriers to learning and development. The intent is to "build multifaceted learning support systems that are developed into a comprehensive, cohesive component and are fully integrated with initiatives to improve instruction in every school."

The intervention framework outlined encompasses (1) systems for promoting healthy development and pursuing primary prevention, (2) systems for early intervention, and (3) systems of care.

The brief stresses the following (which provide some guidelines for strategic and action planning):

- Policy action is needed to guide and facilitate development of a potent component to address barriers to learning at every school.
- Phase-in development of a component at every school – building on what already exists and incorporating best practices into a programmatic approach to
  - >enhance classroom-based efforts to enable learning (including re-engaging students who have become disengaged from classroom learning)
  - >support transitions
  - >increase home involvement
  - >respond to and prevent crises
  - >outreach to develop greater community involvement
  - >provide prescribed student and family assistance
- Expand standards and accountability indicators to encompass learning supports

- Redefine the roles and functions of student services personnel and other support staff in keeping with the functions required for a potent learning supports component

- Build the capacity of administrators and staff to ensure capability to facilitate, guide and support systemic changes related to initiating, developing and sustaining such a component at every school.

The brief also recommends a focus on the research base for building the learner support component and establishing an evaluation process for demonstrating the component's lon-term impact on academic achievement.

For more details, see the attached materials:

>*Student Support Systems: New Directions for Addressing Barriers to Learning*
>Student Support and Special Services Organizational Chart
>Mapping Tools

Website: http://www.dallas.isd.org/inside_disd/org_chart.htm.

For more info, contact: Rosemarie Allen, Associate Superintendent, Student Support and Special Services, 3700 Ross Ave, Dallas, TX 75244 Ph: 972/925-5500
Or Linda Yater, Student Services Executive Manager, 3700 Ross Ave., Dallas, TX 75244 Ph: 972/925-5509

Appended

Materials Related to the work in:

- Hawai`i (at state, district, school levels)
- Madison, WI (at district and school levels)
- St. Paul, MN (at district and school levels)
- Urban Learning Center Design (a comprehensive school reform model included as part of a federal initiative)
- Los Angeles, CA (at district and complex levels)
- Buffalo, NY (at district and school levels)
- Detroit, MI (at district and school levels)
- Somerset County, MD (at the school level)
- Denver, CO (at the district level)
- California (at the state level)
- Washington (at the state level)
- Albuquerque, NM (at the district level)
- Columbus, OH (at the district level)
- Columbia, SC (at the district level)
- Dallas, TX (at the district level)

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